

ENHANCING INTERCULTURAL LEARNING AT HOME AND ABOARD



FEBRUARY 13-15, 2019

WINSTON-SALEM, NORTH CAROLINA



WISE
CONFERENCE

Workshop on
Intercultural
Skills Enhancement



On behalf of the
 Center for Global Programs
 & Studies at Wake Forest University,
 I welcome you to the annual Workshop on
 Intercultural Skills Enhancement. Join me in
 thanking the WISE Steering Committee for their
 leadership and keen selection of sessions, as well as
 the WISE Conference Planning Team for their countless
 hours overseeing and organizing every single detail.
 Best wishes for a productive conference.

Leigh H. Stanfield
Leigh Hatchett Stanfield
 WISE Conference Chairperson
 Executive Director for Global Engagement
 & Global Administration



CONTENTS

- 2 Schedule at a Glance
- 4 Pre-Conference Workshops
- 6 Thursday Schedule
- 14 Friday Schedule
- 18 Speaker Biographies
- 26 Downtown Dining Options
- 28 Benton Convention Center Area Map
- 29 Benton Convention Center Floor Plan



- ▶ #WISEWFU
- ▶ @GlobalWFU
- ▶ global.wfu.edu/wise

WEDNESDAY, FEBRUARY 13	
PRE-CONFERENCE WORKSHOPS Brookstown Inn	
11:00am	Check-In & Information — lower level <i>Separate registration required for workshops</i>
11:45am - 12:45pm	Lunch <i>(included)</i>
1:00pm - 5:00pm	Workshops — 3rd Floor
THURSDAY, FEBRUARY 14	
CONFERENCE DAY 1 Benton Convention Center	
8:00am - 4:30pm	Check-In & Information
8:00am - 9:00am	Continental Breakfast <i>(included)</i>
9:00am - 10:15am	Concurrent Sessions A
10:15am - 10:45am	Coffee Break
10:45am - 12:00pm	Concurrent Sessions B
12:00pm - 1:15pm	Lunch <i>(included)</i>
1:15pm - 2:30pm	Concurrent Sessions C
2:30pm - 3:00pm	Coffee Break
3:00pm - 4:15pm	Concurrent Sessions D
4:30pm - 5:15pm	Conference Plenary
5:15pm - 6:30pm	Conference Reception <i>(included)</i>
FRIDAY, FEBRUARY 15	
CONFERENCE DAY 2 Benton Convention Center	
8:00am - 1:30pm	Check-In & Information
8:00am - 9:00am	Continental Breakfast <i>(included)</i>
9:00am - 10:15am	Concurrent Sessions E
10:15am - 10:45am	Coffee Break
10:45am - 12:00pm	Concurrent Sessions F
12:00pm - 1:30pm	Lunch <i>(included)</i>
1:30pm	Conference Concludes

All Pre-Conference Workshops take place at the Wake Forest University Graduate School of Arts & Sciences, located in the Historic Brookstown Inn.

All general conference sessions take place at the Benton Convention Center: Winston IA, Winston IB, Winston IC, Winston 3A, Winston 3B, Winston 3C, and Winston 2 Ballroom.

WISE CONFERENCE

SINCE 2009

2,020+

attendees

SESSIONS

349

470

presenters

318

institutions & organizations represented

88

registration grant recipients
(since program's inception in 2017)

WISE CONFERENCE STEERING COMMITTEE

Steve Folmar
Associate Professor of Applied Cultural Anthropology
Wake Forest University

Ann Cunningham
Associate Professor of Education
Wake Forest University

Tara Harvey
Founder
True North Intercultural

Prudence Layne
Associate Professor of English
Elon University

Andrew Smith
Adjunct Instructor
Wake Forest University

Leigh Hatchett Stanfield (Chair)
Executive Director
Global Engagement and Administration
Wake Forest University

WISE CONFERENCE PLANNING COMMITTEE

Leigh Hatchett Stanfield
Sandra Lisle McMullen
Kimberly Snipes
Kara Rothberg
Taylor Burdette

SCHEDULE	PRE-CONFERENCE WORKSHOPS	LOCATION
11:00am	Check-In & Information — lower level <i>Separate registration required for workshops</i>	Brookstown Inn Lower level, parking lot entrance
11:45am - 12:45pm	Lunch (included)	
1:00pm - 3:00pm	Workshops	
	• An Introduction to Designing Short-Term, Faculty-Led Study Abroad Programs	301C
	• Participatory Techniques for Intercultural Competency Training	302B
	• Putting the Horse Before the Cart: Designing Effective Global Assessment Programs	304B
	• Inclusive Excellence: At Home and Abroad	304D
3:00pm - 3:15pm	Coffee Break	
3:15pm - 5:00pm	Workshops resume	
5:00pm	Workshops conclude	

An Introduction to Designing Short-Term, Faculty-Led Study Abroad Programs

Robert Cole, Acting Provost, Roger Williams University
Susan Lee Pasquarelli, Professor of Literacy Education, Roger Williams University
Michael Tyson, Assistant Director for Study Abroad, Wake Forest University

Providing university faculty with the skills needed to develop and deliver academically sound, culturally relevant short-term, faculty-led study abroad programs is the focus of this workshop. The facilitators will present an overview of the building blocks involved in designing and delivering a faculty-led program; identify elements for creating a culturally relevant, outcomes-based abroad curriculum; specify the fundamentals of building a program proposal, including budget; and provide a blueprint for program marketing. A panel of seasoned program leaders will offer advice and solutions to unique challenges inherent in various types of faculty-led short-term programs.

Participatory Techniques for Intercultural Competency Training

Alyson Hyman, Associate Director of the Global Business Center, Kenan-Flagler Business School, University of North Carolina at Chapel Hill
Julia Kruse, Executive Director of the Global Business Center, Kenan-Flagler Business School, University of North Carolina at Chapel Hill

In this interactive workshop, participants will expand their repertoire for developing intercultural competencies in students, faculty and staff through participatory techniques. The workshop will take learners through experiential exercises that are disruptively innovative and engaging to advance intercultural skill development. Learn to amplify the active processing of cross-cultural knowledge and the self-discovery element of intercultural education for your learners. Facilitators will inspire creativity for applying these exercises to topics and programs most relevant to your various academic and professional learning settings.

Putting the Horse before the Cart: Designing Effective Global Assessment Programs

Iris Berdrow, Associate Professor of Management, Bentley University

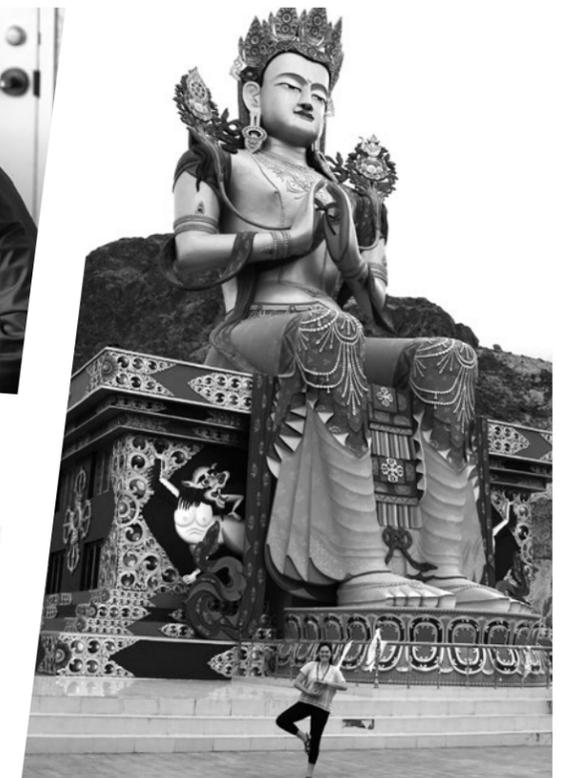
Many educational opportunities exist to develop global competencies, just as there are many instruments available for assessing global learning outcomes. Often the need for efficiency overrides the desire for effectiveness and the easiest instruments are administered at the most convenient times, leading to unclear outcomes. This workshop offers participants a step-by-step approach, starting from the primary questions of why, where, who, when and how to conduct effective assessment of the appropriate global learning outcomes for their institution or program. Participants will learn best practices and available tools, while thinking through what will work within their own context.

Inclusive Excellence: At Home and Abroad

Shayla Herndon-Edmunds, Director of Diversity Education, Wake Forest University
Porshè Chiles, Assistant Director for Cross-Cultural Engagement, Wake Forest University
Kelia Hubbard, Director for International Student and Scholar Services, Wake Forest University

This workshop will explore “inclusive excellence” as a framework for expanding our work and mindset regarding global studies programming by exploring identity, intercultural competency, and issues which impact student experiences at home and abroad. For decades institutions have focused on increasing diversity in study abroad programs using “equality” as a framework for addressing parity between the demographics of students on their home campuses and those participating in abroad programs. Providing all students equal access to study abroad opportunities is certainly important; yet, in order to achieve “equity” and ensure that our intentionality extends beyond recruitment, programs must evolve to support the unique needs of students, especially those from underrepresented groups.

Workshop Facilitator and Session Presenter bios begin on page 18.





SCHEDULE	CONFERENCE DAY I	LOCATION
8:00am - 4:30pm	Check-In & Information	Benton Convention Center
8:00am - 9:00am	Continental Breakfast <i>(included)</i>	
9:00am - 10:15am	CONCURRENT SESSIONS A	
	• Impacts of the Study Abroad Gender Gap on Intercultural Competency: Data and Ideas to Help Engage Men in Intercultural Learning	Winston IA
	• Using Massive Open Online Courses (MOOCs) to Enhance Intercultural Skills	Winston IB
	• Collaborative Excellence in Global Education	Winston IC
	• Fostering Intercultural Learning Through Undergraduate Research in Global Contexts	Winston 3A
	• Examining the Value of Semester-Long, Faculty-Led Programs: Deconstructing the Model	Winston 3B
10:15am - 10:45am	Coffee Break	
10:45am - 12:00pm	CONCURRENT SESSIONS B	
	• Super Scientists: Teaching Intercultural Competence in STEM	Winston IA
	• Design + Mentorship + Engagement = Intercultural Growth	Winston IB
	• Pedagogical Best Practices for Fostering Intercultural Learning	Winston IC
	• Designing and Implementing Critical Reflection for Intercultural Learning	Winston 3A
	• From Working Around to Working With Disability: The Potential of Disability to Increase Intercultural Competency	Winston 3B
12:00pm - 1:15pm	Buffet Lunch <i>(included)</i>	Salem 2 Ballroom
1:15pm - 2:30pm	CONCURRENT SESSIONS C	
	• BRIDGE the Gap: A Rubric for Facilitating Meaningful Connections Between International and Domestic Students	Winston IA
	• Intercultural Learning in Developing Countries: A Two-Way Street	Winston IB
	• Supporting International Students: Understanding Cultural Barriers and Creating a Supportive Campus Network	Winston IC
	• What Would You Do? Navigating the Challenges of Study Abroad Using Faculty Experiences	Winston 3A
	• Moving the Intercultural Effectiveness Needle: A Comprehensive Design for Effective International Education Programs	Winston 3B
2:30pm - 3:00pm	Coffee Break	
3:00pm - 4:15pm	CONCURRENT SESSIONS D	
	• Outsider-Within: Supporting Black Students in their Study Abroad Experiences	Winston IA
	• We Can Get There from Here: Mapping and Measuring Cross-Cultural Mindset Through Curricular Interventions	Winston IB
	• A World of Possibilities: Academic Library Partnerships for Intercultural Development	Winston IC
	• Intercultural Engagement and Academic Intervention: A Three-Pronged Approach to Supporting International Student Success and Retention	Winston 3A
	• Maximizing Cultural Competence: Integrating Best Practices in Global Leadership Development	Winston 3B
4:30pm - 5:15pm	Conference Plenary Keynote Address by Dr. Alta Mauro	Winston 2 Ballroom
5:15pm - 6:30pm	Conference Reception <i>Hosted by Wake Forest University Provost's Office of Global Affairs</i>	Winston Foyer



8:00am - 4:30pm	CHECK-IN & INFORMATION	BENTON CONVENTION CENTER
8:00am - 9:00am	CONTINENTAL BREAKFAST	WINSTON FOYER

9:00am - 10:15am CONCURRENT SESSIONS A

Impacts of the Study Abroad Gender Gap on Intercultural Competency: Data and Ideas to Help Engage Men in Intercultural Learning WINSTON IA

Lead Presenter: Daniel Albertson, University of St. Thomas
Co-Presenters: Joe Kennedy, CET Academic Programs; Sean McGlynn, Wake Forest University

Institutions often reference study abroad participation numbers as evidence of their students' ability to function in and contribute to an increasingly diverse and interconnected world. Yet, there are significant disparities in who is really pursuing international education opportunities. The underrepresentation of men in study abroad means they are also missing a key opportunity to hone intercultural communication skills. Representatives from three organizations share their data and offer thoughts on encouraging more males to participate in study abroad or otherwise engage in intercultural learning.

Using Massive Open Online Courses (MOOCs) to Enhance Intercultural Skills WINSTON IB

Lead Presenter: Charles A. Calahan, Purdue University
Co-Presenter: Sandra Upton, Cultural Intelligence Center

During this session, educators will practice engaging learners using MOOCs on the topics of intercultural competency, diversity & inclusion, and cultural intelligence. In the last two years, more than 25,000 experiential learners from 130+ countries participated in Purdue's free MOOCs. The courses, all designed to address diversity and develop intercultural skills, were based on oral reflection and discussion, social learning theory, and storytelling. As a result of this session, participants will be able to make use of a MOOC as a digital textbook, resource, or training guide in a hybrid or blended learning application.

Collaborative Excellence in Global Education WINSTON IC

Lead Presenter: Ashley Brookes, Wake Forest University
Co-Presenters: Marcia Crippen, Wake Forest University; Amy Wruck, University of Portland

This interactive session will discuss how we as study abroad professionals engage with our campus partners in ways that utilize each others' strengths while maximizing existing resources and programming. By addressing ways to facilitate individual and collective challenges through self-reflection and round table discussions, this session will cover a range of topics centered on student support and intercultural development. Participants will come away with realistic ideas for new partnerships, collaborations, and intercultural programming across their campuses.

Fostering Intercultural Learning Through Undergraduate Research in Global Contexts WINSTON 3A

Lead Presenter: Maureen Vandermaas-Peeler, Elon University
Co-Presenters: Eric Hall, Elon University; Caroline Ketcham, Elon University; Sarah Russell, Duke University

Presenters will review research on the integration of undergraduate research and study away, focusing on the potential for intercultural learning; discuss ten salient practices associated with high-quality undergraduate research mentoring; and present case studies that demonstrate how to translate research into practice. Presenters from diverse perspectives and disciplines will offer evidence-based guidance for faculty and administrators interested in starting or augmenting undergraduate research programs in a global context.

**Examining the Value of Semester-Long, Faculty-Led Programs:
Deconstructing the Model** WINSTON 3B

Lead Presenter: **Joanna Holvey Bowles**, Colgate University
Co-Presenters: **Matthew Miller**, Colgate University; **Nicole Simpson**, Colgate University;
Martin Wong, Colgate University

Does your institution offer semester-long faculty-led programs? What are the trade-offs associated with administering your own program compared to sending your students to third party providers? What institutional support is needed to offer your own programs? Participants will engage with presenters and one another to discuss common solutions as well as barriers to success. Faculty and staff from Colgate University will provide their perspectives on the benefits of implementing semester-long programs as well as suggestions to develop or enhance your institution's offerings.

**Intercultural Competency:
A Missing Link in Leadership Development** WINSTON 3C

Lead Presenter: **Susan Barone**, Vanderbilt University
Co-Presenter: **Yuanqi Wang**, Vanderbilt University

This session explores intercultural competencies for leaders by extending an existing framework and extrapolating skills for students. Facilitators will present an expanded version of an existing leadership-in-business rubric, focusing on a proposal of intercultural competencies and related skills domains. The session will engage participants in considering how these competencies may be applied to students studying and interning abroad as well as to international students studying in the U.S.

10:15am – 10:45am **COFFEE BREAK** WINSTON FOYER

10:45am – 12:00pm **CONCURRENT SESSIONS B**

Super Scientists: Teaching Intercultural Competence in STEM ... WINSTON 1A

Lead Presenter: **Bri Dostie**, CIEE
Co-Presenters: **Alan Masters**, CIEE Monteverde; **Whitney Sherman**, CIEE

STEM remains an academic area with unmet internationalization needs and features a student demographic poised for peer review and push-back throughout the rest of their professional careers. By integrating intercultural competencies and thoughtful communication practices, we can maximize STEM students' international learning opportunities as they enter a tumultuous workforce. This session reviews successful integration of STEM and short-term intercultural curriculum as presenters reflect upon effective approaches, academic frameworks, and practical guidance for attendees.

Design + Mentorship + Engagement = Intercultural Growth WINSTON 1B

Lead Presenter: **Heidi Parker**, Purdue University
Co-Presenter: **Michael Bittinger**, Purdue University

Nothing magical happens just by traveling. To develop students interculturally and make a long-term impact, a powerful impression must be made. Through intentionally-designed study abroad programs where intercultural learning is a key component and where mentorship and in-depth cultural engagement is implemented, significant growth has been achieved. Attend this session to learn about these programs, see the results, and receive direction on how to develop your own.

**Pedagogical Best Practices for Fostering
Intercultural Learning** WINSTON 1C

Lead Presenter: **Tara Harvey**, True North Intercultural

Opportunities for intercultural learning abound, both on our study abroad programs and on our increasingly diverse campuses. However, research indicates that exposure to and immersion in other cultures does not necessarily lead to intercultural development. Therefore, we need to intentionally design and facilitate experiences that DO foster intercultural learning and growth. But how? In this interactive session, participants will discuss several key intercultural and experiential pedagogical practices and how to use them to foster learning through intercultural experiences.

**Designing and Implementing Critical Reflection for
Intercultural Learning** WINSTON 3A

Lead Presenter: **Britton Newman**, Wofford College
Co-Presenters: **Beate Brunow**, University of Georgia; **Dan Mathewson**, Wofford College

Have you known students who didn't gain what you thought they could from study away? Whether they were highly competent students who had trouble finding ways to push themselves to the next level or skeptical students who didn't notice or value learning opportunities, this presentation offers insights from faculty and student affairs perspectives. Utilizing our lessons learned will help participants design and implement structured critical reflection assignments to maximize the intercultural learning of all students.

**From Working Around to Working With Disability: The Potential of
Disability to Increase Intercultural Competency** WINSTON 3B

Lead Presenter: **Sylvia Henneberg**, Morehead State University
Co-Presenters: **John Dizgun**, Kentucky Institute for International Studies; **Tim Welliver**, Bellarmine University

This panel will present how disability impacted a four-week program in Berlin. Presenters will show how the participation of a student who was wheelchair-bound highlighted new aspects of a country presumed to be familiar and how viewing a foreign country through the lens of disability significantly increased the intercultural competence of experienced faculty and staff. Berlin, for the participants, was transformed by the perspective of disability, allowing them to understand more about Germany and more about the U.S.

**Inspiring Curiosity, Openness, and Self-Awareness in International
Students with the International Friendship Program** WINSTON 3C

Lead Presenter: **Beth Tucker**, Purdue University

International student offices have traditionally focused on welcome activities and belongingness in their orientation programs for incoming students. At Purdue University, the International Friendship Program seeks to model best practices in taking students to the next level. Students paired with local host families participate in "A Place Called Home," an experiential learning activity you can use and adapt to inspire greater self-awareness, cultural openness, and curiosity among students on the campus where you work.

12:00pm – 1:15pm **LUNCH BUFFET** SALEM 2 BALLROOM

1:15pm – 2:30pm

CONCURRENT SESSIONS C
BRIDGE the Gap: A Rubric for Facilitating Meaningful Connections Between International and Domestic Students WINSTON 1A

Lead Presenter: **Stephanie Guzman**, University of North Carolina at Greensboro
Co-Presenters: **Morgan Keller**, Clemson University; **Kara T. Rothberg**, Wake Forest University

This interactive session introduces the BRIDGE Rubric, an innovative framework developed by the presenters. The rubric is designed to help create and assess programs that bring together international and domestic students. Participants will collaborate to test this newly-developed tool on existing and future programs to enable meaningful intercultural engagement.

Intercultural Learning in Developing Countries: A Two-Way Street WINSTON 1B

Lead Presenter: **Michael Massingham**, EDU Africa
Co-Presenter: **Charmion Gustke**, Belmont University

While a great deal of research has focused on the benefits of intercultural development for students studying abroad, there has been little discussion of the agency of host communities in these cross-cultural negotiation processes. Presenters will emphasize the need to reconceptualize globalization as a reciprocal, two-way street in the Majority World.

Supporting International Students: Understanding Cultural Barriers and Creating a Supportive Campus Network WINSTON 1C

Lead Presenter: **Kawana Neufville**, Wake Forest University
Co-Presenters: **Porshè Chiles**, Wake Forest University; **Joshua Ziesel**, Wake Forest University

This interactive session will explore and identify the barriers that international students may face on campus and abroad. Presenters will unpack diverse and comprehensive strategies to bolster intercultural competence. Participants will apply this knowledge to identify ways various offices and departments on campus can collaborate to better support international students.

What Would You Do? Navigating the Challenges of Study Abroad Using Faculty Experiences WINSTON 3A

Lead Presenter: **Prudence Layne**, Elon University

This session offers participants a crash course in risk management and some of the ethical considerations of study abroad. Using colorful stories and experiences from colleagues who have led students abroad, participants will engage in some “what would you do” scenarios to discuss and explore topics ranging from crime, health, relationships, and other social dynamics.

Moving the Intercultural Effectiveness Needle: A Comprehensive Design for Effective International Education Programs WINSTON 3B

Lead Presenter: **Iris Berdrow**, Bentley University

A five-year longitudinal assessment and student-centered development project at Bentley University sought to gain a clearer understanding of the factors leading to positive changes in global learning outcomes. Results of this endeavor provide insights into whether intercultural effectiveness dimensions are positively or negatively influenced by maturation, international education experiences, or student demographics. Quantitative and qualitative data analysis leads to a comprehensive design for international education opportunities that incorporate key components for enhancing intercultural effectiveness.

The Intercultural Learning Hub: An Innovative Solution to Sharing Best Practices in Intercultural Learning WINSTON 3C

Lead Presenter: **Annette Benson**, Purdue University

The Intercultural Learning Hub (HubICL) is a free online space that offers the ability to search for experiential and assessment ICL tools in order to find the best fit for your learners. HubICL also provides a virtual, collaborative space to work on projects and research with other ICL professionals worldwide. You won't want to miss this hands-on demonstration of what the Hub has to offer.

2:30pm – 3:00pm

COFFEE BREAK

WINSTON FOYER

3:00pm – 4:15pm

CONCURRENT SESSIONS D
Outsider-Within: Supporting Black Students in Study Abroad Experiences WINSTON 1A

Lead Presenter: **Carla Fullwood**, University of North Carolina at Greensboro
Co-Presenters: **Arianne Ouedraogo**, University of North Carolina at Greensboro; **Tamika Smith**, University of North Carolina at Greensboro

How do we support Black students who study abroad through the current sociocultural climate? In this interactive session, we will engage in dialogue about similar questions to better understand the lens of Black students who study internationally. The session will highlight students' experiences while exploring the intersections of intercultural skills with theoretical frameworks, such as critical race theory and Black feminist theory. Participants will leave with ideas and strategies to best support Black students as they travel abroad.

We Can Get There from Here: Mapping and Measuring Cross-Cultural Mindset Through Curricular Interventions WINSTON 1B

Lead Presenter: **George Kacenga**, Purdue University Northwest
Co-Presenter: **Karen Bishop Morris**, Purdue University Northwest

This session explores pedagogical strategies designed to cultivate a cross-cultural mindset in Honors College students to reinforce pillars of student success – leadership, undergraduate research, civic engagement, and global learning – and to measure students' mastery of intercultural competencies as a precursor for their participation in study away programs. Under the guidance of the presenters and drawing from the university's experience, participants will draft an initial strategy to map effective multidisciplinary action plans at their home institutions.

A World of Possibilities: Academic Library Partnerships for Intercultural Development WINSTON 1C

Lead Presenter: **Patrick Rudd**, Elon University
Co-Presenters: **Dianne Ford**, Elon University; **Joy Gambill**, Wake Forest University; **Hubert Womack**, Wake Forest University

Academic libraries are uniquely positioned to support international experiences both on campus and abroad. In this session, library faculty from Elon University and Wake Forest University will share their approaches and strategies for crossing the cultural divide. Elon librarians impact student success as they collaborate with teaching faculty to co-create and co-teach study abroad classes. Wake Forest will share their “boots on the ground” approach of providing intentional programming that fosters cross-cultural relationships and social integration. Using these examples, participants will develop and explore models appropriate to their institutions for including faculty librarian expertise in global education and intercultural learning.

Intercultural Engagement and Academic Intervention: A Three-Pronged Approach to Supporting International Student Success and Retention WINSTON 3A

Lead Presenter: Ashley Hopkins, Miami University
Co-Presenter: Tabetha Maly, Miami University

Through partnership and collaboration, a three-pronged initiative was created to increase international student retention. The initiative achieves this goal by enhancing students' sense of belonging, encouraging intercultural engagement, and providing additional support to students on academic probation. Programming includes an intercultural dinner, a mentoring partnership, and an academic probation intervention model. The session will contribute to a dialogue on best practices and will support practitioners in sharing and developing program ideas.

Maximizing Cultural Competence: Integrating Best Practices in Global Leadership Development WINSTON 3B

Lead Presenter: Joyce Osland, San José State University

Although many universities have study abroad requirements designed to foster global leadership, do they maximize best practices in global leadership development? This interactive session addresses two questions: what are the barriers and research lessons related to preparing students for the global leadership pipeline? And how can we create higher-impact study abroad program designs to more effectively equip students to understand complex global problems, be motivated to address them, and ultimately lead global organizations?

Intercultural Communication Competencies: Perceptions of, Dispositions Toward, and Evidenced Use During a Study Abroad Program WINSTON 3C

Lead Presenter: Adriana Medina, University of North Carolina at Charlotte
Co-Presenter: Joseph Allen, University of North Carolina at Charlotte

This session will present preliminary results of a study that examined intercultural communication techniques as a culturally-sustaining pedagogical practice among pre-service teachers (PSTs). The PSTs took a course designed to address communication and culture in the elementary classroom in the same semester they studied abroad.



4:30pm – 5:15pm

CONFERENCE PLENARY
KEYNOTE ADDRESS

WINSTON 2 BALLROOM

On Shifting Sands: Lessons for Home from Abroad... not the other way around



By Dr. Alta Mauro
New York University Abu Dhabi

Perceptions and practices of international higher education have shifted considerably in recent years. How have practitioners responded to and balanced a historically U.S.-centric framework of student development and higher education in other cultural contexts? Many practitioners have discovered that our trusted theories and best practices tend to fall short when engaged as frameworks to shape international education.

Drawing from her experiences shaping intercultural education at NYU Abu Dhabi, Dr. Mauro will share key learnings garnered from educating at the intersections of American theory and Middle Eastern practice.

Dr. Alta Mauro is the founding director of Spiritual Life & Intercultural Education at New York University Abu Dhabi, United Arab Emirates, where she leads institutional efforts related to diversity, equity, and inclusion, and the intercultural competence of students, staff, and faculty. She finds implementing cultural work in the heart of the Middle East both challenging and exciting. This diverse and multicultural society provides a unique backdrop for Alta to consider what it means to be a wife, mother, daughter, sister, colleague, and mentor, educating from the intersection of Black diasporic, critical, womanist perspectives rooted in cultural humility, social justice, and equity.

Alta earned a Ph.D. in Educational Leadership and Cultural Foundations from the University of North Carolina at Greensboro. Her dissertation, Identity (re)Determination Among Upwardly-Mobile Black Women, focuses on shifting notions of self, identity, and belonging among African-American women who have been acculturated in sociocultural spaces which are markedly different from their home communities. Other areas of Alta's professional expertise include sustained intercultural dialogue, engaging culturally-relevant pedagogy across academic disciplines, and diversity, equity, and inclusion (DEI) capacity-building across student affairs functions. Alta has co-authored two refereed book chapters, additional articles related to DEI and global education issues, and published poetry in a recent higher education anthology.

5:15pm – 6:30pm

CONFERENCE RECEPTION

WINSTON FOYER

Hosted by Wake Forest University Provost's Office of Global Affairs

SCHEDULE	CONFERENCE DAY 2	LOCATION
8:00am - 1:30pm	Check-In & Information	Benton Convention Center
8:00am - 9:00am	Continental Breakfast <i>(included)</i>	
9:00am - 10:15am	CONCURRENT SESSIONS E	
	• Field Report from Japan: How Hybrid Exchange Can Extend and Enrich Intercultural Learning	Winston IA
	• Infusing Intercultural Learning in Staff, Student, and Community Partner Development and Programming	Winston IB
	• Starting Early: Intercultural Impacts of a Pre-Freshman Study Abroad for Techies	Winston IC
	• Speak Easy: Script-Based Communicative Strategies for Non-Language Programs	Winston 3A
	• Developing a Culturally-Sensitive and Anti-Oppressive Service-Learning Study Abroad Course in Malawi: Ethical Dilemmas	Winston 3B
	• Dismantling the Dichotomy: Creating Synergy Between Diversity and Global Education	Winston 3C
10:15am - 10:45am	Coffee Break	
10:45am - 12:00pm	CONCURRENT SESSIONS F	
	• The Relationship Between Domestic Student Friendships and International Students' Social Outcomes at U.S. Universities	Winston IA
	• Introduction to Experiential Education and Reflective Practice	Winston IB
	• Global Competence and Ethical Global Engagement for a Better World	Winston IC
	• Imagining New Horizons, Exploring New Opportunities: Global Learning and Travel at a Small Rural Community College	Winston 3A
	• Co-Curricular Programming for Underrepresented Populations: Two Frameworks for Intercultural Learning and Engagement	Winston 3B
	• Second Language Mediated Identities of International Teaching Assistants in the U.S. Classroom	Winston 3C
12:00pm - 1:30pm	Lunch <i>(included)</i>	Winston 2 Ballroom
1:30pm	Conference Concludes	

8:00am - 1:30pm	CHECK-IN & INFORMATION	BENTON CONVENTION CENTER
8:00am - 9:00am	CONTINENTAL BREAKFAST	WINSTON FOYER

9:00am - 10:15am CONCURRENT SESSIONS E
Field Report from Japan: How Hybrid Exchange Can Extend and Enrich Intercultural Learning WINSTON IA

Lead Presenter: Robert Page, Queens University of Charlotte
Co-Presenters: Shingo Ashizawa, Toyo University; Angie Edwards, Queens University of Charlotte; Pamela Fields, U.S.-Japan Conference on Cultural and Educational Interchange (CULCON)

Queens University of Charlotte and Toyo University in Tokyo are collaborating on a hybrid exchange program in which students partner online and in-person as preparation for a Tokyo-based program at the 2020 Olympic Games. The hybrid program is supported by TeamUp, a public/private initiative promoting U.S.-Japan educational partnerships. The universities are deploying COIL (Collaborative Online International Learning) methodology. Representatives of Queens, Toyo, and TeamUp will present preparations, training, methods, goals, and early findings on how collaboration by virtual exchange, coupled with an in-person component, can extend and enrich intercultural learning and prepare students for increasingly hybrid global team environments.

Infusing Intercultural Learning in Staff, Student, and Community Partner Development and Programming WINSTON IB

Lead Presenter: Nicole Caridad Ralston, Tulane University
Co-Presenter: Alexa Schwartz, Tulane University

This session will share lessons learned in the facilitation of equity and inclusion workshops and the administration of the Intercultural Development Inventory (IDI) tool to Tulane's Center for Public Service professional staff, community partners, students, and campus constituents. Participants will engage in an interactive activity from the Intercultural Development Continuum and share ways they professionally develop themselves and their staff on issues of equity, inclusion, and intercultural development.

Starting Early: Intercultural Impacts of a Pre-Freshman Study Abroad for Techies WINSTON IC

Lead Presenter: Elizabeth Barajas, Purdue University
Co-Presenters: Misty Clugh, Purdue University; Linda Stuart, AFS Intercultural Programs, Inc.

Intentional intercultural learning programs, such as the Global Competence Certificate, are increasing the capacity for intercultural learning in study abroad students at the university level. This session argues for an earlier than typical start to intercultural learning and study abroad for STEM students. Presenters will examine the significant Intercultural Development Inventory gains of participants in a two-week pre-freshman study abroad program that provided an opportunity for facilitated intercultural learning prior to the start of undergraduate studies.

Speak Easy: Script-Based Communicative Strategies for Non-Language Programs WINSTON 3A

Lead Presenter: Rebecca Thomas, Wake Forest University

Students studying abroad in non-language programs can conduct daily transactions in the host language and culture using Script-Based Communicative Strategies (SBCS). This fun, efficient, and effective approach to facilitating culturally appropriate student communication in second-language contexts abroad is of particular interest for short-term, faculty-led programs.

Developing a Culturally-Sensitive and Anti-Oppressive Service-Learning Study Abroad Course in Malawi: Ethical Dilemmas WINSTON 3B

Lead Presenter: Diana Rowan, University of North Carolina at Charlotte
Co-Presenters: Makenzie Branscum, University of North Carolina at Charlotte; Maggie Reasons, University of North Carolina at Charlotte

This session is led by the faculty director of the service learning course in Malawi and co-facilitated by two masters-level students who participated in 2017. Presenters will share video clips made by the class to illustrate the ethical challenges they confronted in Malawi. Participants will be able to recognize the ethical challenges that arise when doing service work in a region with a history of colonization and exploitation. Further, participants will learn decision-making strategies to help their cross-cultural interactions to be as anti-oppressive as possible.

Dismantling the Dichotomy: Creating Synergy Between Diversity and Global Education WINSTON 3C

Lead Presenter: Amer F. Ahmed, University of Massachusetts Amherst

In recent years, an emphasis on “globalizing” U.S. higher education has increased the focus on expanding international student enrollment, sending students abroad, and embedding global topics into curriculum. Such emphasis is often at odds with Diversity and Social Justice (DSJ) issues. Some in global education frame DSJ approaches as only applicable in U.S. contexts. As this trend continues, there are missed opportunities preventing connections between local and global factors in contemporary challenges. This session will engage participants with theoretical and practical examples that create opportunities to synergize global education with Diversity and Social Justice in order to support the development of diverse, inclusive, and globalized campus communities.

10:15am – 10:45am COFFEE BREAK WINSTON FOYER
10:45am – 12:00pm CONCURRENT SESSIONS F
The Relationship Between Domestic Student Friendships and International Students’ Social Outcomes at U.S. Universities WINSTON 1A

Lead Presenter: Yueying He, Wake Forest University
Co-Presenters: Nelson Brunsting, Wake Forest University; Yihan Zheng, Wake Forest University

Join a conversation exploring the relationship between domestic friendships and the international student social experience. Presenters will share results of a recent research study, which included 280 students from 31 colleges and universities across the U.S. The percentage of domestic student friends was associated positively with domestic student social support and attendance at social activities. After sharing their findings, presenters will lead a discussion about actionable strategies for enhancing international-domestic student interaction and friendship.

Introduction to Experiential Education and Reflective Practice WINSTON 1B

Lead Presenter: Evan Small, Elon University
Co-Presenter: Carol Smith, Elon University

Participants in this interactive session will gain an overview of experiential education theories and frameworks by participating in multiple forms of reflection and discussing the importance of developing a strong reflective practice within their programs. This session is designed for study abroad newcomers and veterans alike who are looking for new ways to facilitate reflection and meaning-making.

Global Competence and Ethical Global Engagement for a Better World WINSTON 1C

Lead Presenter: Katherine L. Turner, Global Citizen LLC and University of North Carolina at Chapel Hill

In this interactive session, participants will examine equity, diversity, inclusion, and intercultural competence through a global lens as we explore each stage of Global Citizen’s Global Competence Framework. Participants will discuss select elements of global competence courses designed for students and education professionals to strengthen their capacity to engage, learn, and work more effectively with diverse colleagues and students, advance equity and inclusion, and strengthen their own and their institutions’ global competence and ethical global engagement.

Imagining New Horizons, Exploring New Opportunities: Global Learning and Travel at a Small Rural Community College WINSTON 3A

Lead Presenter: Katie Hoffer, Nash Community College

Discover how a small, rural community college with limited resources has invested in a thriving global education program. Through an on-campus certification program, Global Scholars, Nash Community College provides students with new opportunities to think critically and interact with the world through faculty-led globalized courses, on- and off-campus global events, and study abroad opportunities. The presenter will detail the steps necessary to establish a Global Scholars program and other global education opportunities on your own campus.

Co-Curricular Programming for Underrepresented Populations: Two Frameworks for Intercultural Learning and Engagement WINSTON 3B

Lead Presenter: Brandy Arellano, University of North Carolina at Chapel Hill
Co-Presenter: Niklaus Steiner, University of North Carolina at Chapel Hill

This presentation will focus on two short-term co-curricular programs designed for underrepresented students at the University of North Carolina at Chapel Hill, Global Take Off: Puerto Rico and First Year Experience: Trinidad & Tobago. These fully funded, non-credit bearing, short-term trips enable students to participate in an interactive educational experience featuring discussions with local students and community members, as well as tours of local sites and community organizations. Join the presenters to learn about the feasibility, learning outcomes, and impact of co-curricular global opportunities as they share a replicable model designed to address some barriers to global opportunities that underrepresented students face.

Second Language Mediated Identities of International Teaching Assistants in the U.S. Classroom WINSTON 3C

Lead Presenter: Adam Agostinelli, Louisiana State University

Second language identity theory will be drawn upon to evaluate the learning and teaching experiences of ESL international teaching assistants at a major research university in the U.S. It will provide thought-provoking insight into the complex relationship between language, culture, and context by taking the audience on a sociolinguistically-charged ride through this subject group’s first semester.

12:00pm – 1:30pm LUNCH BUFFET WINSTON 2 BALLROOM
1:30pm CONFERENCE CONCLUDES

Thank you for participating in WISE 2019!



Adam Agostinelli is an English instructor at Louisiana State University, whose research and practice revolves around applied linguistics and international education. He holds an MA from Columbia University. He has held teaching positions at the Korean Naval Academy and at various language programs in New York City.

Dr. Amer Ahmed is founder and CEO of AFA Diversity Consulting LLC, a practice dedicated to helping institutions and leaders address diversity, inclusion, equity, and intercultural development through consulting, coaching, group facilitation, and keynotes. He also serves as Director of Intercultural Teaching and Faculty Development at University of Massachusetts Amherst, Faculty at the Summer and Winter Institutes for Intercultural Communication, and is a member of SpeakOut: Institute for Democratic Education.

Daniel Albertson joined the Office of Study Abroad at the University of St. Thomas as Associate Director in January 2019. Previously, he served as the Associate Director of the Center for Global Education at Gettysburg College and as a Study Away Advisor at Concordia College-Moorhead. Dan has worked extensively with student advising and recruitment, preparing students for studying abroad, re-entry, and program development. He has an MA from the University of Chicago Divinity School.

Joseph Allen is a Doctoral Candidate in the Curriculum and Instruction: Urban Education program at the University of North Carolina at Charlotte. He teaches a course focused on an interdisciplinary approach to pre-service teacher education, infusing

contemporary pedagogical theory with classic theories of intercultural communication. Joseph's research interests include examining the role intercultural communication plays in teacher/student relationships and in the academic success of marginalized students.

Brandy Arellano manages programs at the Center for Global Initiatives at the University of North Carolina at Chapel Hill. After receiving her undergraduate degree in psychology from UNC, she worked in various education-focused capacities in South Korea, New Zealand, and cruise ships through Alaska and the Dutch Caribbean. She is currently working on her master's degree in Counselor Education at North Carolina State University.

Shingo Ashizawa is Professor in the Faculty of Global and Regional Studies at Toyo University in Tokyo, with focus on international, entrepreneurial, and community development studies. He has organized numerous international higher education workshops and is a regular presenter at NAFSA, EAIE, and AIEA. Shingo studied at Harvard's Graduate School of Education as a Fulbright scholar and has led international education programs for more than 25 years.

Elizabeth Barajas has extensive international experience developing and managing higher education partnerships, global projects, and collaborative learning. At Purdue University, she works with faculty and students to develop plans and programs that increase intercultural competencies within STEM programs. A licensed educator in Indiana, she holds a master's in Applied Spanish Linguistics from Purdue University.

Susan M. Barone, Ph.D., is Executive Director of International Student Programs in the Vice Provost Office of Learning and Residential Affairs and Senior Lecturer in Peabody College's Department of Teaching and Learning at Vanderbilt University. She has executive administrative oversight of the English Language Center and International Student and Scholar Services.

Annette Benson has spent the last 15 years creating innovative programming in the areas of diversity & inclusion, student integration, and intercultural learning for the Housing & Food Services, Human Resources, and International Programs divisions at Purdue University. A graduate of the Brian Lamb School of Communication at Purdue, she serves as the communication strategist for the Center for Intercultural Learning, Mentorship, Assessment and Research.

Iris Berdrow (*Pre-Conference Workshop Facilitator*) is a tenured Associate Professor of Management at Bentley University and has taught at Harvard University Summer School as well as in France, Germany, Austria, Scotland, and Morocco. She holds an MBA and Ph.D. with a concentration in Organizational Behavior and International Management from the Richard Ivey School of Business, London, Canada. Iris has published extensively on her research interests of intercultural effectiveness, globally-oriented pedagogy, effective assessment, employee competencies, and competency-based education.

Karen Bishop Morris is Interim Dean of the Honors College at Purdue University Northwest. She received her Ph.D. in English with an emphasis in Rhetoric and Composition from Purdue

University in West Lafayette. Her work centers on the creation and implementation of high impact practices for first-generation students and underserved youth, including leading study abroad programs to Australia and Japan.

As Purdue University's Assistant Director of Study Abroad and Intercultural Learning Mentor, **Michael Bittinger** embraces the Challenge & Support model to inspire student engagement within their host communities. Michael's unique role includes advising, marketing, program design, administration, and course instruction. He oversees Purdue's Global Leadership programs for incoming freshmen, as well as the Purdue Summer in Florence.

Makenzie Branscum earned her BA from the University of North Carolina at Charlotte in International Studies with a minor in Sociology and Spanish. After working in the mental health field for two years, she has returned to her alma mater to pursue a Master of Social Work degree.

Ashley Brookes is a Study Abroad Advisor at Wake Forest University, where her portfolio includes semester affiliate programs and Community-Based Global Learning programming in sub-Saharan Africa and Southeast Asia. After graduating from Gettysburg College, Ashley started in the field of study abroad at College Year in Athens before moving to Boston College, where she worked in BC's Office of International Programs and earned her MA in International Higher Education.

Beate Brunow, Ph.D., serves as Director of Academic Partnerships and Initiatives in the Division of Student Affairs at the University of Georgia. Her work focuses on developing partnerships across the institution to enhance student learning and advocate for seamless integration of curricular and co-curricular learning. Her research interests focus on the Scholarship of Teaching and Learning, Foreign Language Pedagogy, and the integration of intercultural competence into foreign language and study-away curricula.

Nelson Brunsting is the Director of Global Research and Assessment in the Center for Global Programs and Studies at Wake Forest University. Nelson earned his MA in Classics at Victoria University in Wellington, New Zealand, and his Ph.D. in Educational Psychology at the University of North Carolina at Chapel Hill. He leads the Academic and Cultural Transition (ACT) Research Team at WFU.

Charles A. Calahan, Ph.D., directs Global Learning Faculty and Student Development in the Center for Instructional Excellence at Purdue University. He is an award-winning teacher, Diversity Fellow, Service-Learning Fellow, and a Member of the Teaching Academy.

Porshè Chiles (*Pre-Conference Workshop Facilitator*; she/her/hers) is the Assistant Director for Cross-Cultural Engagement in the Wake Forest University Center for Global Programs and Studies, where her work is aimed at fostering meaningful intra-cultural/intercultural relationships and understanding from a global context. Previously, she worked at the University of North Carolina at



Greensboro as the Assistant Director for Intercultural Engagement and the University of North Texas, where she co-created/co-facilitated the Introduction to Study Abroad course and served as the Study Abroad Exchange Coordinator.

As a liaison for students and faculty, **Misty Clugh** is an integral part of the process that facilitates international academic stays in the United States. She manages programs for Purdue University faculty and students going abroad. Misty graduated from Indiana University and was a student study abroad participant in Italy.

Robert Cole (*Pre-Conference Workshop Facilitator*) is currently Acting Provost at Roger Williams University. As Vice Provost he oversaw core operational aspects of academic affairs, budgetary planning and oversight, personnel, and accreditation reports. He also provided co-leadership on various "High Impact Practice" initiatives and student retention efforts, as well as directing Global and International programs, including study abroad. Cole holds a Ph.D. in Communication Studies.

Marcia Crippen is a Study Abroad Advisor at Wake Forest University, where she advises students on semester study abroad opportunities and works on the Community-Based Global Learning programs in Southeast Asia and sub-Saharan Africa. She holds a Master's Degree in International Education from Old Dominion University. Marcia is

currently pursuing a Doctorate of Education in Educational Leadership from the University of North Carolina at Charlotte.

John Dizgun earned his Ph.D. in Latin American History and Global & Comparative Studies at Rutgers University. He is Executive Director of the Kentucky Institute for International Studies (KIIS) and Scholar-in-Residence at Western Kentucky University. He oversees all aspects of the present operation and future development of KIIS, a non-profit study abroad consortium of 24 colleges and universities that runs thirty faculty-led programs.

Bri Dostie works with the Council on International Educational Exchange (CIEE) as Manager of Faculty-Led & Custom Study Abroad Programs. Collaborating with international staff and U.S. institutional partners to develop faculty-led and customized study abroad program options, her professional focus integrates intercultural skills building opportunities in short-term programming and consulting institutions on building capacity and sustainability.

Angie Edwards is the Director of the Myrta Pulliam Center for International Education at Queens University of Charlotte. In this role, she oversees international student services, international partnerships, campus programming, and education abroad. Prior to joining Queens, she worked at Winthrop University, Colorado College, and Texas A&M University.



Pamela Fields is Deputy Secretary-General for the U.S.-Japan Conference on Cultural and Educational Interchange (CULCON). In addition to leading work in U.S.-Japan intercultural programs for 27 years, Fields has served as vice president of an international consulting firm in Washington, D.C. and worked as a broadcaster for NHK in Japan. Fields earned a master's in international business with a focus on Japan, from Bryn Mawr College.

Dianne Ford serves as the Coordinator of Library Electronic Resources and Associate Librarian in Belk Library at Elon University. She leads the e-resources team and serves as liaison to undergraduate departments in biology, environmental studies, exercise science and public health studies, and to graduate programs in health sciences.

Carla Fullwood's professional interests include designing and facilitating learning opportunities on anti-bias, intercultural competency, and intergroup dialogues. Carla earned a master's in Student Affairs Administration in Higher Education from Ball State University and is currently pursuing a Ph.D. in the Educational Leadership and Cultural Foundations program at the University of North Carolina at Greensboro.

Joy Gambill has worked for 12 years as an Instruction Librarian at the Wake Forest University Z. Smith Reynolds Library. She teaches LIB 100: Academic Research and Information Issues. She enjoys spending time with international students and has applied this interest to her role on the Global Connections Advisory Board at WFU. Joy holds a Master of Science in Library Science from the University of North Carolina at Chapel Hill.

Charmion Gustke is an Assistant Professor of English at Belmont University, where her courses focus on the interdisciplinary practices of writing, reading, and cultural analysis. She has led five consecutive trips to South Africa and Botswana, with her immersion in those cultures shaping her pedagogy and her civic engagement. She is a National Endowment of the Humanities grant recipient and holds a Ph.D. from George Washington University.

Stephanie Guzman is International Programming Coordinator at the University of North Carolina at Greensboro. She is responsible for implementing programs and advising international degree-seeking students. Certified in TESOL, Stephanie is passionate about designing programs that help students share cultural and linguistic connections and build lasting friendships.

Dr. Eric Hall is a Professor of Exercise Science at Elon University. His primary research interests are in the area of physical activity and mental health, as well as the impact of concussions in student-athletes. Additionally, he is interested in the influence of high impact practices on student development and role of faculty in mentorship of high impact practices. At Elon he has received awards for his mentorship of undergraduate students and scholarship.

Tara Harvey, Ph.D., is Founder of True North Intercultural LLC, which provides training, tools, and support to empower busy educators committed to making a positive impact in the world to facilitate deeply transformative intercultural learning experiences

(abroad and at home). Tara has been in the international/intercultural education field for more than 18 years.

Yueying (Mary) He is a junior at Wake Forest University. She is an international student from Guangxi, China. Yueying is interested in promoting positive changes for the international student population through research, and plans to be a school psychologist in the future.

Sylvia Henneberg is an English Professor at Morehead State University in Kentucky. She is also the Co-Director of a summer study abroad program in Berlin offered by the Kentucky Institute for International Studies. Henneberg has published a book and numerous articles on women's writing and recently returned from her second Fulbright in Europe.

Shayla Herndon-Edmunds (*Pre-Conference Workshop Facilitator; she/her/hers*) is Director of Diversity Education at Wake Forest University where she develops and facilitates workshops and interventions that enhance the cultural competence of faculty, staff, and students. She helps individuals and organizations identify their goals and strategies for moving forward toward inclusive excellence. Shayla has received training and certifications in emotional intelligence, unconscious bias, mindfulness & intercultural development.

Katie Hoffer is an Instructor of English and Co-Director of the Global Scholars Program & Study Abroad at Nash Community College in Rocky Mount, North Carolina. She focuses on developing globally competent students through study abroad, facilitating on-campus global activities, helping faculty globalize courses, partnering with the University of North Carolina WorldView's Global Distinction program, and leading student groups.

Joanna Holvey Bowles is Director of Off-Campus Study at Colgate University, following many decades working with international third-party providers. She earned her MS in Global & International Education from Drexel University and spent a year abroad at the University of East Anglia, England. Joanna is active in the field with multiple publications and dozens of sessions, workshops and trainings at NAFA and the Forum on Education Abroad.

Ashley Hopkins is a Senior Assistant Director for Miami University's Student Success Center. Ashley is responsible for providing retention support to international students, developing and coordinating international student support initiatives in collaboration with campus partners, and overseeing intercultural communications programs that engage both domestic and international students. She holds a doctorate in Educational Administration from Ohio University.

Kelia Hubbard (*Pre-Conference Workshop Facilitator*) is the Director for International Student and Scholar Services at Wake Forest University where she is responsible for providing immigration and visa advice for the international students, faculty, and staff that study and work at the university. Kelia focuses on regulatory compliance, cultural programming, training and development for the university. She has been active in presenting at state, regional and national conferences on topics ranging from regulatory compliance to supporting the international population on college campuses.

Alyson Hyman (*Pre-Conference Workshop Facilitator*) is Associate Director of the Global Business Center at Kenan-Flagler Business School, University of North Carolina at Chapel Hill. She manages the Inclusive Global Leadership courses, which use non-traditional syllabi whereby students develop their global knowledge, intercultural skills, and attitudes. She also designs and facilitates creative experiential sessions that help students, faculty, and staff expand their intercultural capacity. Alyson holds an MPH from the University of North Carolina at Chapel Hill.

George Kacenga is the Executive Director of Global Engagement for Purdue University Northwest, where he leads strategic efforts to extend global programs and initiatives. He is the President-Elect of the American International Recruitment Council (AIRC) and serves on the campaign steering committee for the Fund for Education Abroad. George received his Ph.D. in Social and Comparative Analysis in Education from the University of Pittsburgh.

Morgan Keller holds an MA in International Education Management from Middlebury Institute of International Studies. His international experiences include teaching English as a foreign language in Japan for eight years, serving in the Peace Corps in Ecuador, and studying abroad in Siena, Italy. At Clemson University, he develops programs and events in addition to his immigration responsibilities as an International Services Advisor.

After extensive experience traveling and studying in Europe, **Joe Kennedy** earned his MA in European Studies from George Washington University's Elliott School of International Affairs. His passion for travel, language, and international education ultimately led him to CET Academic Programs, where he joined the Campus Relations team in 2017.

Caroline Ketcham, Ph.D., is Professor and Chair of Exercise Science and Co-Director of Elon BrainCARE at Elon University. Caroline's expertise is in the area of movement neuroscience. Caroline is also engaged in high-impact practice research including co-mentoring undergraduate research for student and faculty development, student-athlete access and engagement, and capstone experiences.

Julia Kruse, Ph.D., (*Pre-Conference Workshop Facilitator*) is Executive Director of the Global Business Center at the Kenan-Flagler Business School, University of North Carolina at Chapel Hill. With more than twenty years of experience, she is an innovator in global education and strategy. She oversees the school's strategic Dean's Global Education Initiative and Inclusive Global Leadership classes to increase the global competencies of all students, faculty, and staff. Kruse also designs and conducts global leadership training for corporate audiences.

Prudence Layne is Associate Professor of English at Elon University. She has considerable experience as a faculty leader and administrator of study abroad and curriculum development. Her international education research foci include methods for enhancing diversity and building sustainable practices into study abroad, and examining the impact of participating in short-term study abroad programs on student and faculty learning.

Susan Lee Pasquarelli (*Pre-Conference Workshop Facilitator*) earned her doctoral degree in Language, Literacy and Cultural Studies from Boston University, and is a Professor of Literacy Education at Roger Williams University. The focus of her research and teaching is Integrating multicultural literature across K-12 curricula. Since 2005, she has led successful short-term study abroad programs in Rome and Sicily, and has served on the RWU study abroad advisory board to enhance the proposal process for faculty-led programs.

Tabetha Maly is an International Student Advisor for Miami University's International Student and Scholar Services Office, where she is responsible for advising international students on topics related to immigration, academics, intercultural communication, and adjustment to life in the U.S. She also liaises with academic divisions and campus partners to assist with academic support services and retention.

Michael Massingham co-founded EDU Africa in 2003, an organization facilitating study abroad in Sub-Saharan Africa, where he currently holds the title of South African Director. Michael is primarily interested in sustainable community development, ethical global exchange, student transformation methodologies, and environmentalism as they pertain to study abroad on the African continent.

Alan R. Masters has an MS and Ph.D. in Zoology from the University of Florida. He has lived in Monteverde for over twenty years. He is the Director of CIEE's Tropical Ecology and Conservation summer study abroad program. Since teaching with CIEE, Alan's interests include not only plant-animal interactions but all facets of tropical diversity and conservation.

Dan Mathewson is Associate Professor of Religion and Director of New Faculty Teaching Initiatives in Wofford College's Center for Innovation and Learning. Dan has extensive experience incorporating off-campus, experiential assignments into his introductory and upper-level courses.

Sean McGlynn advises students considering summer and short-term programs in all regions and disciplines at Wake Forest University. Previously, he worked as a University Relations Coordinator at CISabroad and has spent the past three summers in Europe with a faculty-led architecture program from California Polytechnic State University. He received a BA at Plymouth State University and spent five months studying in Buenos Aires, Argentina.

Adriana L. Medina is an Associate Professor at the University of North Carolina at Charlotte. She leads the elementary education study abroad program to Germany. She teaches courses in content area literacy, reading comprehension, reading assessment and intervention, teaching reading to English language learners, and multicultural education. She has published research on the impact of study abroad experiences on pre-service teachers.

Matthew Miller is the Associate Professor of German at Colgate University as well as the Chair of the German Department and the Chair, Off-Campus Study committee. Professor Miller has led the Colgate semester-long Study Group in Freiburg twice. The program is based at the University of Freiburg, where students take courses in German with degree-seeking students.

Kawana Neufville specializes in the psycho-social aspects of disability, medical and physical disabilities, as well as the use of technology to address disability concerns. Additionally, Kawana coordinates disability documentation across Wake Forest University's campus, provides academic and disability management counseling, and supervises the tutoring and peer mentoring programs offered through the Learning Assistance Center.

Britton W. Newman is an Assistant Professor of Spanish at Wofford College. His research interests include the scholarship of teaching and learning, the integration of intercultural competence into foreign language and study abroad curricula, and contemporary Cuban literature. He has published articles in *Revista Canadiense de Estudios Hispánicos*, *Latin American Literary Review*, and *La Habana Elegante*, among others.

Joyce Osland, Lucas Endowed Professor of Global Leadership, is Executive Director of the Global Leadership Advancement Center, San Jose State University. She co-edits *Advances in Global Leadership and Global Leadership: Research, Practice, and Development*. Joyce won the highest teaching award in her field due to GLAC's Global Leadership Laboratory assessment center methods. She consults with universities and global organizations and is a Kozai Group senior partner.

Arianne Ouedraogo is a senior at the University of North Carolina at Greensboro. She studies political science and business with a pre-law concentration. Arianne studied abroad at the University of Cape Town, South Africa, is a Gilman Alumni Ambassador, Outreach Coordinator for Stateside, and works as a Front Desk Coordinator at the International Programs Center at UNCG. Arianne is also a member of the Peer Advisor and Liaison (PAL) Program, which helps exchange students become acclimated to UNCG's campus.

Bob Page is Advisor to Student Media at the James L. Knight School of Communication, Queens University of Charlotte, teaching courses in the media industry, journalism, digital media production, and sports communication. Before Queens, Page served as a Director of Communication for the Chinese technology company Lenovo, during its technology sponsorship of the Torino 2006 and Beijing 2008 Olympic Games. Page earned an MBA from Queens.

Dr. Heidi Parker is the Assistant Director of the Latin America/Spain Program for Purdue's Global Engineering Programs and Partnerships. She implements a competitive grant from the U.S. Department of State to significantly increase the number of transformative experiences in the Americas, including study abroad, internships abroad, and international research collaborations. She leads study abroad programs and teaches various Engineering courses designed to develop intercultural competence and to prepare students to study overseas.

Nicole Caridad Ralston is a higher education professional dedicated to critically understanding and unpacking systems of oppression in education. Nicole earned her MA of Higher Education Administration



at North Carolina State University. She is currently a doctoral candidate at The University of New Orleans.

Maggie Reasons earned her BA in English from the University of North Carolina at Charlotte and is now obtaining a master's degree in Social Work. She was adopted from China as a child and has a strong interest in international communities and cultures.

As Program Coordinator for Global Campus Programs at Wake Forest University, **Kara T. Rothberg** works with the Global Village Living & Learning Community and serves on the WISE Conference planning committee. She has worked in campus internationalization at Long Island University and Duke University. She holds an MA in International Education from Teachers College, Columbia University.

Dr. Diana Rowan is an Associate Professor in the School of Social Work at the University of North Carolina at Charlotte. She developed a spring break faculty-led study abroad program with a service learning focus in Malawi in southeastern Africa and has conducted the course for eight years. She is the recipient of the International Faculty of the Year award at UNC Charlotte.

Patrick Rudd is the Coordinator of Instruction and Outreach Services at Carol Grotnes Belk Library, Elon University. His current focus is research instruction to first-year students, library assessment, and civic engagement initiatives focused on libraries and young readers.

Sarah Russell, Ph.D., is an Academic Dean for Trinity College of Arts and Sciences at Duke University and the director of Undergraduate Research Support Office. Prior to her current position, Sarah advised students on global and civic curricular opportunities, facilitated programs to develop students' global awareness, and mentored undergraduate projects that combined social science research with cross-cultural inquiry.



Dr. Carol A. Smith, Associate Professor in the Department of Education & Wellness at Elon University, holds an M.Ed. in Health and Physical Education and a Ph.D. in Kinesiology with a concentration in Outdoor Education. Her major responsibilities at Elon include Program Coordinator of the Adventure Based Learning concentrations. In January 2013, she returned to study abroad, leading an adventure-based learning and eco-tourism class to New Zealand.

Tamika Smith is majoring in psychology at the University of North Carolina at Greensboro. She previously studied abroad in Cape Town, South Africa, where she was able to gain insight into the post-apartheid issues South African youth are facing. She has held a leadership role as a Student Coordinator of Peer Education with the Office of Intercultural Engagement and is a Gilman Scholar.

Alexa Schwartz supports Tulane University students interested in intentional community engagement experiences in New Orleans and abroad with the Center for Public Service. Alexa graduated from Tulane with a BA in Latin American Studies, Anthropology, and Spanish and an MA in Spanish.

Dr. Whitney Sherman serves as Academic Director, Intercultural Learning for the Council on International Educational Exchange (CIEE). Prior to joining CIEE, she directed international programs for the University of Southern California Annenberg School for Communication and Journalism. Dr. Sherman also founded Intercultural Adventures LLC, a gap year counseling practice, and serves as an adjunct instructor in the intercultural competence specialization at the Middlebury Institute of International Studies at Monterey.

Nicole Simpson is the W. Bradford Wiley Professor of Economics at Colgate University and the former Associate Dean of the Faculty for International Initiatives. She has led two semester-long programs in London and a short-term program to Argentina with Colgate. As Associate Dean, Nicole coordinated the expansion of institutional partnerships and exchanges, support for faculty scholarship abroad, and curricular initiatives related to internationalization.

Evan Small serves at the Assistant Director of Experiential Learning and Outdoor Adventures at Elon University, where he oversees outdoor education programming and teaches in the School of Education. Evan holds an M.Ed. in Adventure-Based Learning and is currently pursuing a Ph.D. in Educational Leadership with a focus in experiential education.

Niklaus Steiner is the Director of the Center for Global Initiatives at the University of North Carolina at Chapel Hill. Niklaus earned a Ph.D. in political science at Northwestern University. Because of his own movement across borders and cultures, his research and teaching interests are immigration, refugees, nationalism, and citizenship. His textbook, *International Migration and Citizenship Today* (Routledge, 2009), aims to facilitate classroom discussions on admission and membership in democracies.

Linda Stuart is the Education & Training Specialist for Sentio Global Education Network, a subsidiary of AFS Intercultural Inc., where she manages the Global Competence Certificate. She is President of Alma Inc. and previously was Global Citizens Network's Executive Director. Linda is a Qualified Administrator of the IDI, GCI, IES and holds an executive coaching certificate from the University of Minnesota. Linda has an MA from the University of Chile.

Rebecca Thomas is Professor of German at Wake Forest University, the Program Director for the Wake Forest Flow House in Vienna, Austria, and a member of the language faculty for the American Institute of Musical Studies in Graz, Austria. She has led countless short and long-term study abroad programs and conducted research on psychological and cultural adaptation in students abroad.

Beth Tucker is an Intercultural Learning Specialist in the Center for Intercultural Learning, Mentorship, Assessment and Research at Purdue University. She coordinates the International Friendship and Host-A-Boiler Programs, pairing international students with local community

hosts for friendship, intercultural learning, and cultural exchange. Beth holds an MA in Intercultural Studies from Wheaton College.

Katherine L. Turner, MPH, is President of Global Citizen LLC consulting firm that strengthens leaders' and organizations' capacity to advance public health, human rights, intercultural relations, equity, diversity, and inclusion. She is also Adjunct Faculty at the University of North Carolina Gillings School of Global Public Health. She is a seasoned organizational and community thought leader, public speaker, educator, and author.

Michael J. Tyson (*Pre-Conference Workshop Facilitator*) is the Assistant Director for Study Abroad in Wake Forest University's Center for Global Programs and Studies, where he has served as the dedicated representative for all summer abroad programming since 2010. He has led student service trips to Jamaica and Russia and has also spent time teaching English in Mexico. Mike holds an M.Ed. from the University of South Carolina.

Dr. Sandra Upton leads the Cultural Intelligence Center's educational efforts. She has more than twenty years of experience training and consulting with universities and businesses around the globe, including the Harvard Business School, London School of Economics, University of Michigan, and Stanford University.

Maureen Vandermaas-Peeler, Ph.D., is a Professor of Psychology and Founding Director of the Center for Research on Global Engagement (CRGE) at Elon University. A developmental psychologist, Maureen studies sociocultural and global contexts of learning. As director of CRGE, Maureen facilitates collaborative scholarship on global engagement on campus as well as nationally and internationally.

Yuanqi (Suzy) Wang, M.Ed., is a Study Abroad Advisor and Maymester & Exchange Coordinator in the Global Education Office, Vanderbilt University. Suzy has seven years of professional experience in international education, including academic research, educational exchange and faculty-led programming, partnership management, program assessment, and student advising. Originally from Zhengzhou, China, Suzy brings unique perspectives to her work in intercultural learning and internationalization in the U.S. higher education context.

Dr. Tim Welliver is an Associate Professor of History at Bellarmine University in Louisville, Kentucky. He has taught in study abroad programs in Istanbul and Berlin.

Hu Womack is an Instruction and Outreach Librarian in the Z. Smith Reynolds Library at Wake Forest University. He holds a BA and MBA from Wake Forest University and completed his MLIS degree from UNC Greensboro. He currently serves as a member of the Research and Instruction Services team and is the liaison for the departments of Sociology and Communication. He serves on the ZSR Library Diversity and Inclusion Committee as well.

Martin Wong is an Associate Professor of Geology at Colgate University and is the current Associate Dean of the Faculty for International Initiatives. As Associate Dean, he assists with the development and management of 18-20 Colgate-led semester-long study groups each year, as well as a variety of shorter off-campus study programs. He has led one Colgate study group to Wollongong, Australia for natural science students as well as a number of geology excursions.

Amy Wruck is a Studies Abroad Assistant at the University of Portland where she advises students on study abroad opportunities and develops programming for pre- and post-study abroad. She has worked in International Education for three years and holds a master's degree in International Education from Old Dominion University.

Yihan Zheng is a third year international student at Wake Forest University from Beijing, China. Yihan is a Mathematical Economics major and his research focus is on international students.

Joshua Ziesel is a Staff Psychologist with the Counseling Center at Wake Forest University. Joshua's past research has explored the role of social media in the transitional experiences of college-age Third-Culture Kids. He specializes in providing psychological services to international students.





4th Street Filling Station
871 West Fourth Street
336.724.7600
www.theoldfourthstreetfillingstation.com
0.6 mile | 15 minute walk

6th & Vine
209 West Sixth Street
336.725.5577
www.6thandvine.com
0.2 mile | 4 minute walk

Bib's Downtown
675 West Fifth Street
336.722.0007
www.bibsdowntown.com
0.4 mile | 7 minute walk

Camino Bakery
310B West Fourth Street
336.721.9990
www.caminobakery.com
0.1 mile | 2 minute walk

Camel City BBQ Factory
701 N. Liberty Street
336.306.9999
www.camelcitybbq.com
0.4 mile | 3 minute drive

Crafted
527 N. Liberty Street
336.955.2458
www.eatatcrafted.com
0.3 mile | 6 minute walk

Di Lisio's
301 Brookstown Avenue
336.546.7202
www.dilisos.com
0.6 mile | 5 minute drive

Fiddlin' Fish Brewing Company*
772 North Trade Street
336.999.8945
www.fiddlinfish.com
0.4 mile | 8 minute walk
*check website for food truck availability

Downtown Thai & Sushi
271 West Fourth Street
336.777.1422
www.downtownthai.com
0.3 mile | 6 minute walk

Finnigan's Wake
620 Trade Street
336.723.0322
www.finniganswake.com
0.3 mile | 5 minute walk

Foothills Brewpub
638 West Fourth Street
336.777.3348
www.foothillsbrewing.com
0.3 mile | 5 minute walk

Hutch & Harris Pub
424 West Fourth Street
336.721.1336
www.hutchandharris.com
0.2 mile | 3 minute walk

Incendiary Brewing*
486 North Patterson Avenue
336.893.6714
www.incendiarybrewing.com
0.3 mile | 7 minute walk
*check website for food truck availability

Jeffrey Adams
321 West Fourth Street
336.448.1714
www.jeffreyadamsws.com
0.2 mile | 2 minute walk

Jimmy John's
227 West Fourth Street
336.723.7244
www.jimmyjohns.com
0.1 mile | 2 minute walk

King's Crab Shack & Oyster Bar
239 West Fourth Street
336.306.9567
www.goodvibeshospitality.com/
kingscrabshack
0.1 mile | 2 minute walk

Krankies
211 East Third Street
336.722.3016
www.krankiescoffee.com
0.4 mile | 8 minute walk

Local 27101
310A West Fourth Street
336.725.3900
www.thelocal.ws
0.1 mile | 2 minute walk

Mary's Gourmet Diner
723 North Trade Street
336.723.7239
0.4 mile | 8 minute walk

Mellow Mushroom
314 West Fourth Street
336.245.2820
www.mellowmushroom.com
0.2 mile | 2 minute walk

Meridian Restaurant
411 South Marshall Street
336.722.8889
www.meridianws.com
0.6 mile | 4 minute drive

Mission Pizza
707 North Trade Street
336.893.8217
www.missionpizzanapoletana.com
0.4 mile | 7 minute walk

Mooney's Mediterranean Café
101 West Fourth Street
336.722.4222
www.mooneysmedcafe.com
0.2 mile | 3 minute walk

Mozelle's Southern Bistro
878 West Fourth Street
336.703.5400
www.mozelles.com
0.6 mile | 15 minute walk

Quanto Basta
680 West Fourth Street
336.893.6144
springhouseenc.com/quanto-basta
0.4 mile | 7 minute walk

**Small Batch Beer Co. and
Burger Batch**
241 West Fifth Street
336.893.6395
www.burgerbatch.com/small-batch
0.1 mile | 2 minute walk

Spring House
450 N. Spring Street
336.293.4797
springhouseenc.com
0.4 mile | 7 minute walk

Sweet Potatoes
607 Trade Street NW
336.727.4844
www.sweetpotatoes-arestaurant.com
0.2 mile | 4 minute walk

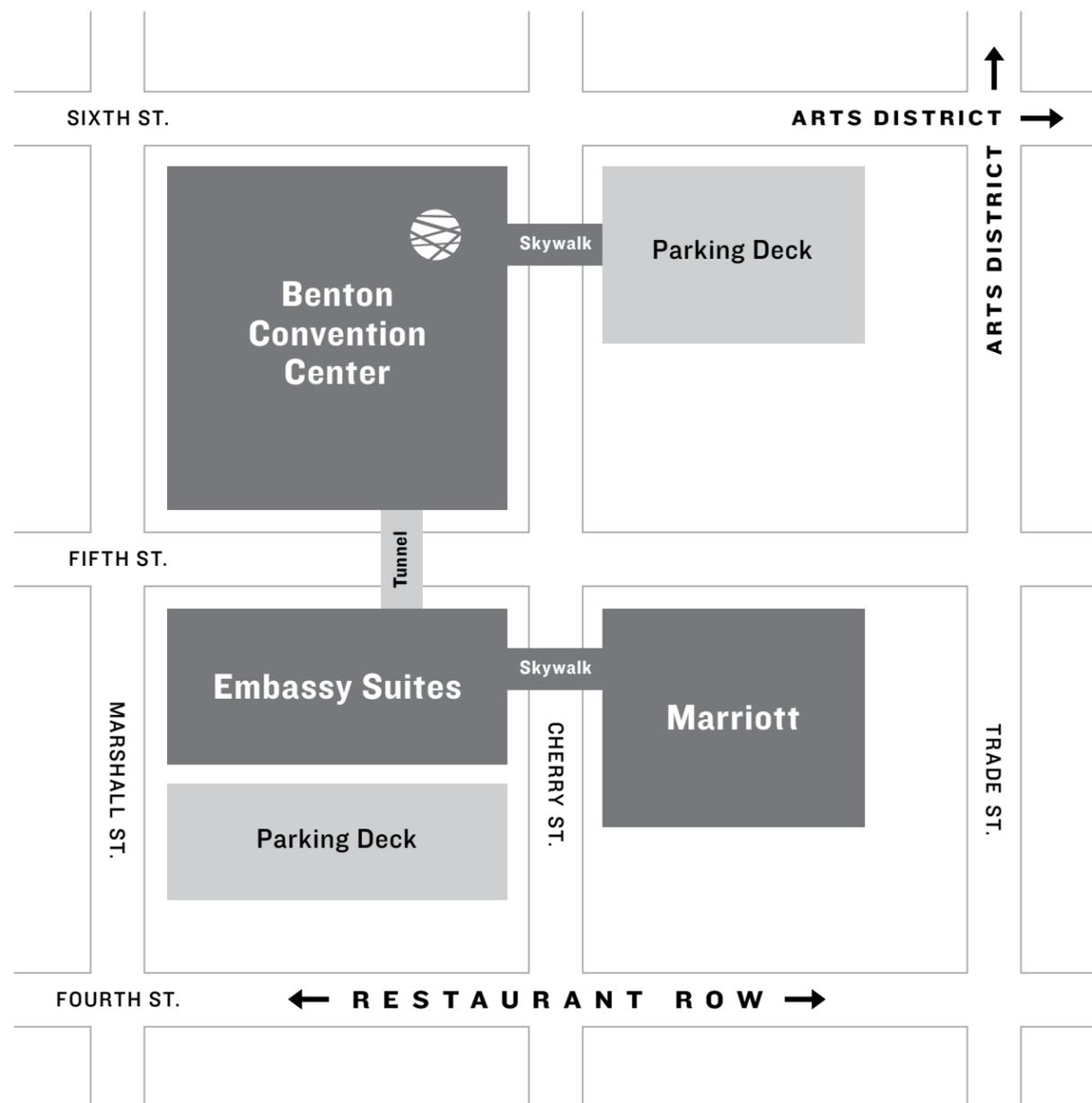
The Tavern in Old Salem
736 Main Street
336.722.1227
www.taverninoldsalem.ws
1.1 miles | 6 minute drive

West End Cafe
926 West Fourth Street
336.723.4774
www.westendcafe.com
0.6 mile | 15 minute walk

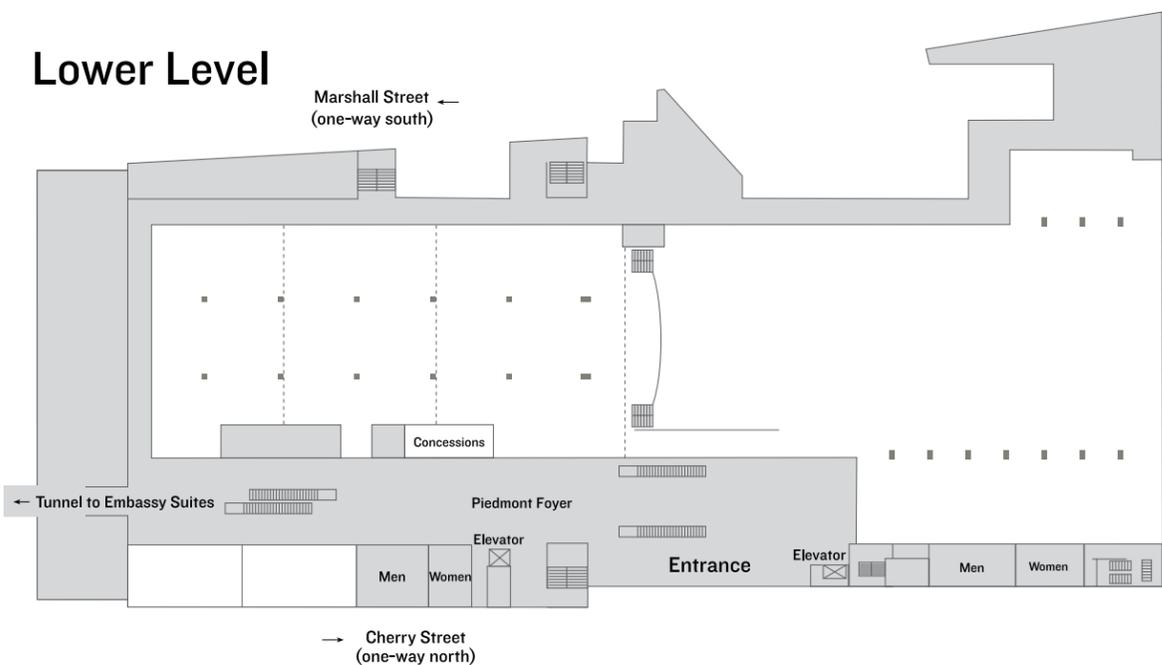
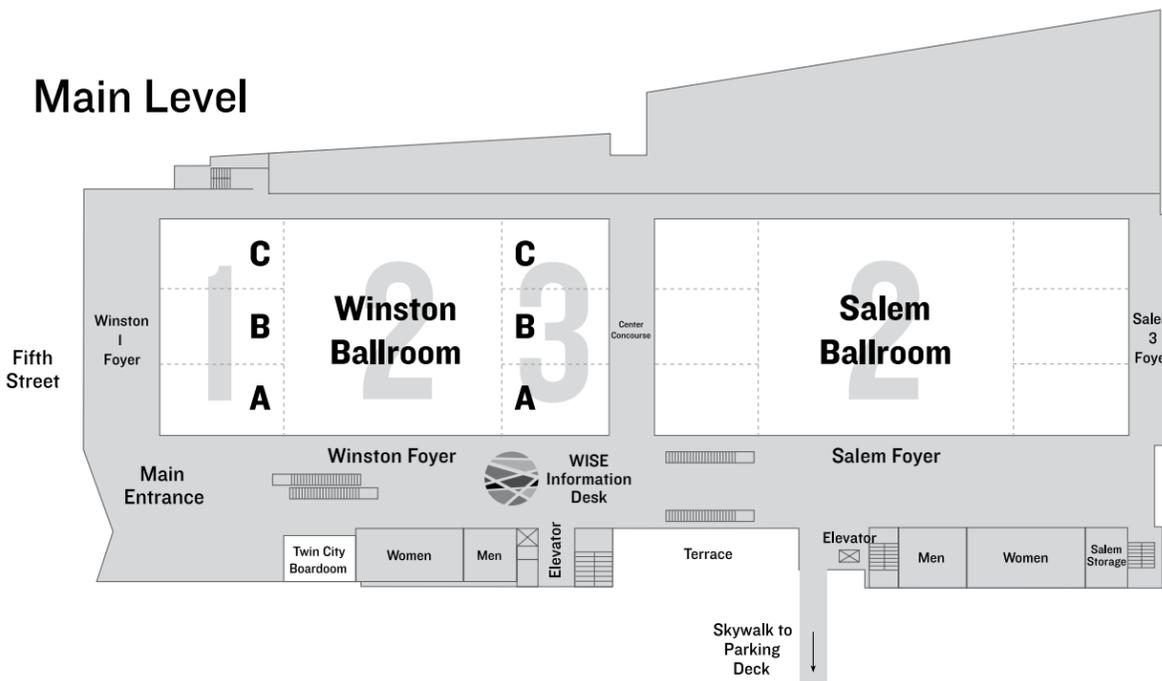


Willow's Bistro
300 South Liberty Street
336.293.4601
www.goodvibeshospitality.com/willowbistro
0.6 mile | 5 minute drive

Wise Man Brewing*
826 Angelo Bros Avenue
336.725.0008
www.wisemanbrewing.com
0.6 mile | 12 minute walk
*check website for food truck availability



The
BENTON
CONVENTION CENTER
Winston-Salem, North Carolina
301 W. Fifth Street
Winston-Salem, NC 27101





Dotted lines for writing notes.

WISE EVALUATION INFORMATION

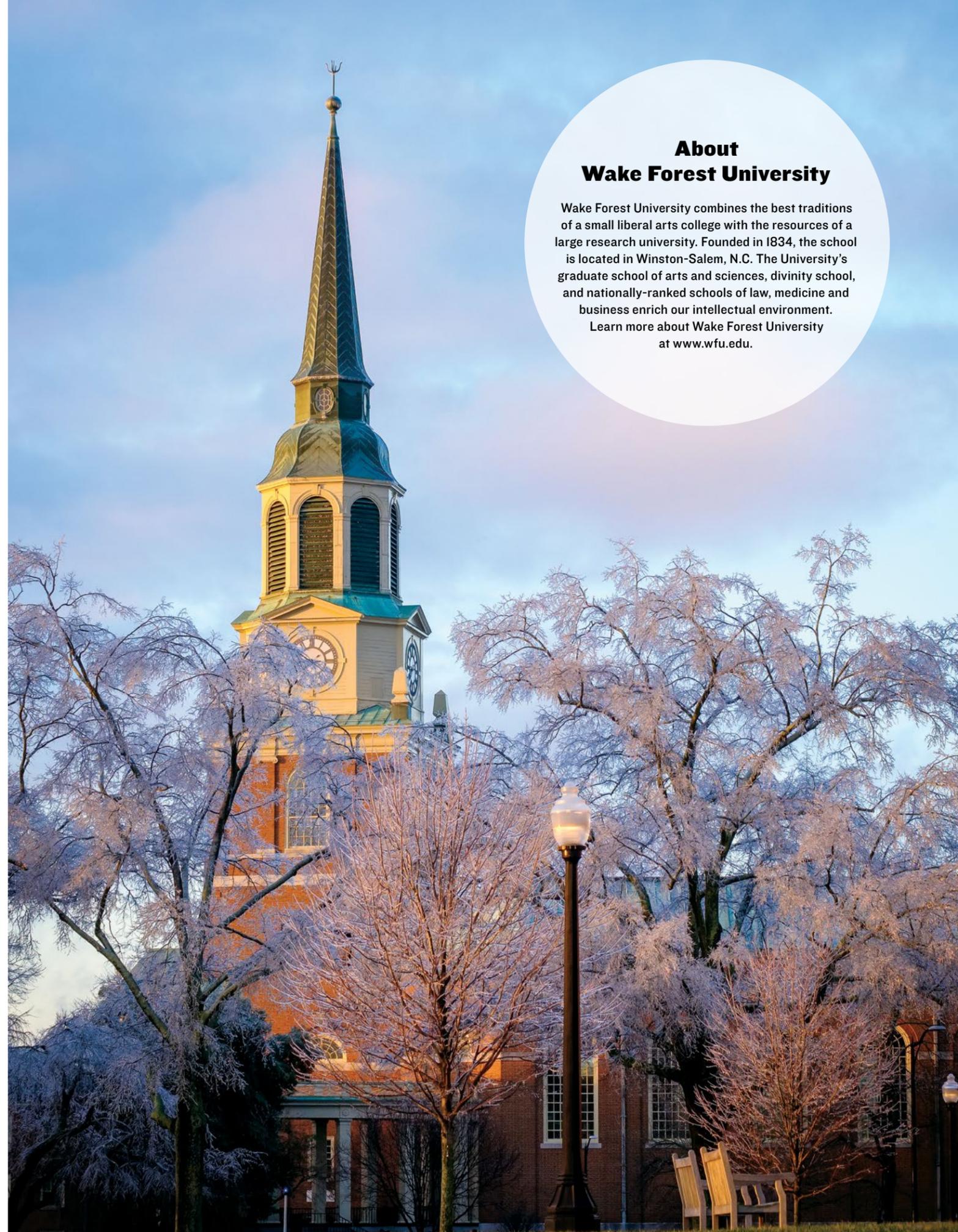
The WISE Conference is designed by educators for educators. In the spirit of collaboration, please communicate with us your thoughts during the conference (via session evaluations) and afterwards (via the post-conference survey). We value your feedback.

Thank you for participating in WISE Conference 2019!



Dotted lines for writing notes.

Dotted lines for writing notes.



About Wake Forest University

Wake Forest University combines the best traditions of a small liberal arts college with the resources of a large research university. Founded in 1834, the school is located in Winston-Salem, N.C. The University's graduate school of arts and sciences, divinity school, and nationally-ranked schools of law, medicine and business enrich our intellectual environment.

Learn more about Wake Forest University at www.wfu.edu.



WISE CONFERENCE

Workshop on
Intercultural
Skills Enhancement

[@GlobalWFU](#)
[#WISEWFU](#)

global.wfu.edu/wise

